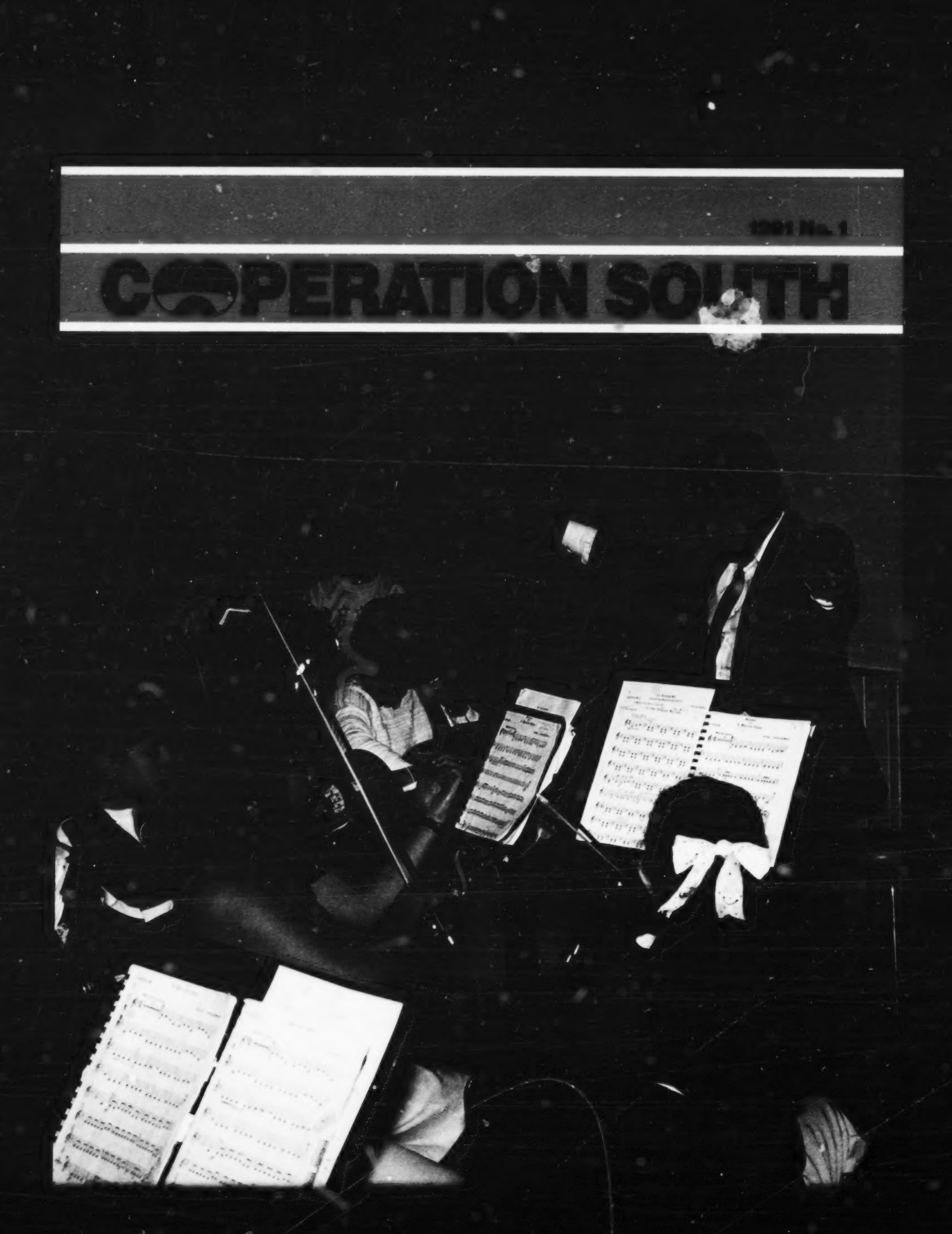
1991 No. 1

COOPERATION SOUTH



Contributions from readers are welcome on spedific cases, issues and problems in Technical Co-operation among Developing Countries (TCDC). Short letters are also invited. We reserve the right to edit submitted material.

Send texts to The Editor, Co-operation South, UNDP Division of Information, One U.N. Plaza, New York, NY 10017.

Articles may be freely reproduced or excerpted, subject to acknowledgement of the source and provision of tear sheets to the Editor.

The TCDC emblem on our cover displays a symbolic bridge joining the countries and people of the Southern hemispheres. The centre of the emblem—where the Southern, Northern, Eastern and Western parts of the world all join—symbolizes a further and ultimate objective of TCDC: the enhancement of truly global partnership for development.

The views expressed in this publication do not necessarily reflect those of the United Nations, the United Nations Development Programme, or governments. The designations employed and material presented on maps do not imply the expression of any opinion whatsoever concerning the legal status of any country, territory, or area, or its frontiers or boundaries.

Director:
J.Russell Boner

Editor-in-Chief:
Lloyd Garrison

Editor:
Christopher McIntosh

Design:
Esther Kurti, Director
Nieves Singian, Assistant
Maureen Lynch
Mary Vengrofski

Associate Editors:
Mary Lynn Hanley
Cherie Hart
Lois Jensen
Sid Kane
David Kinley
Ruth Massey
I. Rajeswary
Emma Robson

Editorial Assistants:
Mila Feliciano
Jennifer Prince
Freweini Abebe

Translations Manager:
Elizabeth Scott Andrews

Production:
Linda Inocencio-Groux
Annie Straw
Afsaneh Djabbari
Danielle Strahl

Circulation:
Alison Walton
Dorothy Toy

Distribution:
Welde Hailemelekot
Aubrey Trotman

Published three times a year by:
Division of Information
United Nations Development Programme
One UN Plaza
New York, NY 10017

April 1991

A Change of Command at the Special Unit for TCDC 3

Transcending Frontiers Through Music 4

FOCUS ON INDIA

Disseminating India's Skills 9

Sharing Songs for Development 13

Filling the Information Vacuum 16

Teaching Journalism to the Developing World 17

Ghana Changes Old Patterns 18

A Trade Information Network for the South 20

Promoting African Technology 22

Seventh Session of the High-Level Committee 22

Cover:

The Life and Movement School, a musical group for young beginners in Mexico City. See "Transcending Frontiers Through Music," page 4.

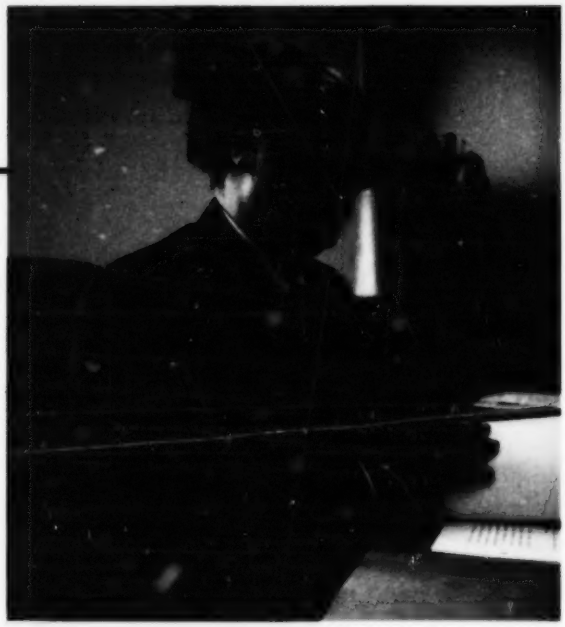
Photo credits:

Cover: Imagen en Fotografia: Page 3: Christopher McIntosh/UNDP; Page 6: Imagen en Fotografia; Page 7, *right:* Emma Robson/UNDP, *top and bottom left:* Imagen en Fotografia; Page 8: Imagen en Fotografia; Pages 9, 12, 16 and 17: Christopher McIntosh/UNDP.

Illustration on Page 20: Eric Michel

World Development

A Change of Command at the Special Unit for TCDC



The new head of the Special Unit, Abebe Ambatchew, has a long history of supporting and promoting South-South co-operation

United Nations, New York — "TCDC, being ultimately about national and collective self-reliance for developing countries, must be regarded as a high priority area," says Abebe Ambatchew, who took over as Director of the Special Unit for TCDC of the United Nations Development Programme (UNDP) at the beginning of this year. He replaces Surinder M.S. Chadha, who was on secondment from the Indian Foreign Service and is returning there to take up a more senior appointment.

"My association with TCDC efforts," Mr. Ambatchew points out, "goes back a long way. In the late 1970s, while working in UNDP's Regional Bureau for Africa, I was co-ordinator of various major conferences of African governments to promote TCDC. I was therefore closely involved with the early endeavours of UNDP to encourage the use of TCDC methods. I strongly share the view that TCDC is a powerful tool for promoting the self-reliance of the developing countries, individually and as a whole."

Born in Ethiopia in 1934, Mr. Ambatchew did his undergraduate studies at the University College of Addis Ababa, and later obtained his M.A. and Ph.D. in administration from Ohio State University in the United States. After returning to his native country, he served in many capacities. He was a university registrar and later executive secretary of a series of government commissions which, among other things, dealt with the United Nations system.

He joined UNDP in 1972 as special assistant to the Director, Regional Bureau for Africa. He continued to serve in the Bureau as chief of the then West Central Africa Division and chief of the Programme Analysis Division. In the field he was UNDP Resident Representative and United Nations Resident Co-ordinator in Zimbabwe from 1983 to 1987. His most recent assignment was as Director, Secretariat of Study on Support Cost Successor Arrangements and Related Issues, in the Office of the Administrator.

Mr. Ambatchew welcomes his new assignment as an "interesting challenge," at a time when TCDC is a priority theme in UNDP and is receiving increasing attention throughout the United Nations system.

"A lot has been done," he says "to further the cause of TCDC. We all have an opportunity to build on the good work done in the past and take South-South co-operation a stage further." — **C.M.**

READEX FICHE

Transcending Frontiers Through Music

Mexico is one of the countries that have adopted a highly imaginative musical education scheme pioneered in Venezuela and now being disseminated through TCDC channels, as Emma Robson reports

Tlaxcala, Mexico — When Mexico's Carlos Chávez Orchestra gave its first major performance here last September, dozens of people made the two-hour drive from Mexico City for a rare cultural experience. What they came to witness was a rendering of Bizet's *Carmen* by professional opera singers accompanied by an amateur student orchestra.

The setting was spectacular. The opera was performed for 3,500 people in the 400-year old bullring of this small state capital, nestled at the foot of two imposing volcanoes. The members of the orchestra were music students ranging from 17 to 30 years of age. According to several members of the audience, they played better than many of Mexico's professional orchestras.

For the orchestra's director, Fernando Lozano, who masterminded the production, the performance was a source of great satisfaction. For the past 12 years he has worked tirelessly to raise the standard of musical education in Mexico. Now he is taking his campaign a stage further and plans to give all young Mexicans the chance to play as well as the Carlos Chávez Orchestra. Under a new programme he heads, young people from six to 17, living in 15 of Mexico's 32 states now have the opportunity to learn music in more than 40 beginners' orchestras.

Several young Tlaxcalans just entering the new teaching system listened to the four-and-a-half hour evening opera performance with wide-eyed enthusiasm. In Tlaxcala, more than 150 children have taken up trumpet, violin, tuba or singing to join a musical crescendo rising daily from basements, garages, school rooms and gardens all over Mexico.

The motto of the Mexican programme is *aprender a tocar tocando* — to learn to play by playing, which is a system Mexico imported from Venezuela. There, in the early 1970s, musician and conductor José Antonio Abreu — now Venezuela's Minister of Culture — began searching for a way of teaching music to all children, rich and poor, urban and rural. His answer was to begin teaching music through videos. The videos are non-technical. They feature friendly teachers who show students how to hold an instrument and get basic sounds out of it. In the first few minutes they take students through the motions of playing rudimentary tunes. More advanced videos deal with technique and music theory.

In 1975, the United Nations Development Programme (UNDP) supported Mr. Abreu's teaching plan. It sent consultants for the UN Educational, Scientific and Cultural Organization (UNESCO) to help set up a teaching network, to design videos, and gather teaching material. The materials were distributed to "orchestras" set up countrywide by teachers, many of whom had scant musical experience and had to be trained in the new system.

Venezuela's video teaching method, launched in Mexico in early 1989, was quick to catch on. By November 1990, the Youth Orchestras and Choirs of Mexico programme had grown so big that a stadium built for the 1966 Olympics had to be hired to accommodate a concert in which over 1,300 young people took part. By 1994, Mr. Lozano hopes to have quadrupled the current number of orchestras. His long-term dream is that every state of Mexico become

A performance by over 1,300 members of the Youth Orchestras and Choirs of Mexico, held in Mexico City last November.

Woodwind section at the concert given by the Youth Orchestras and Choirs of Mexico.

home to a first-class, professional orchestra.

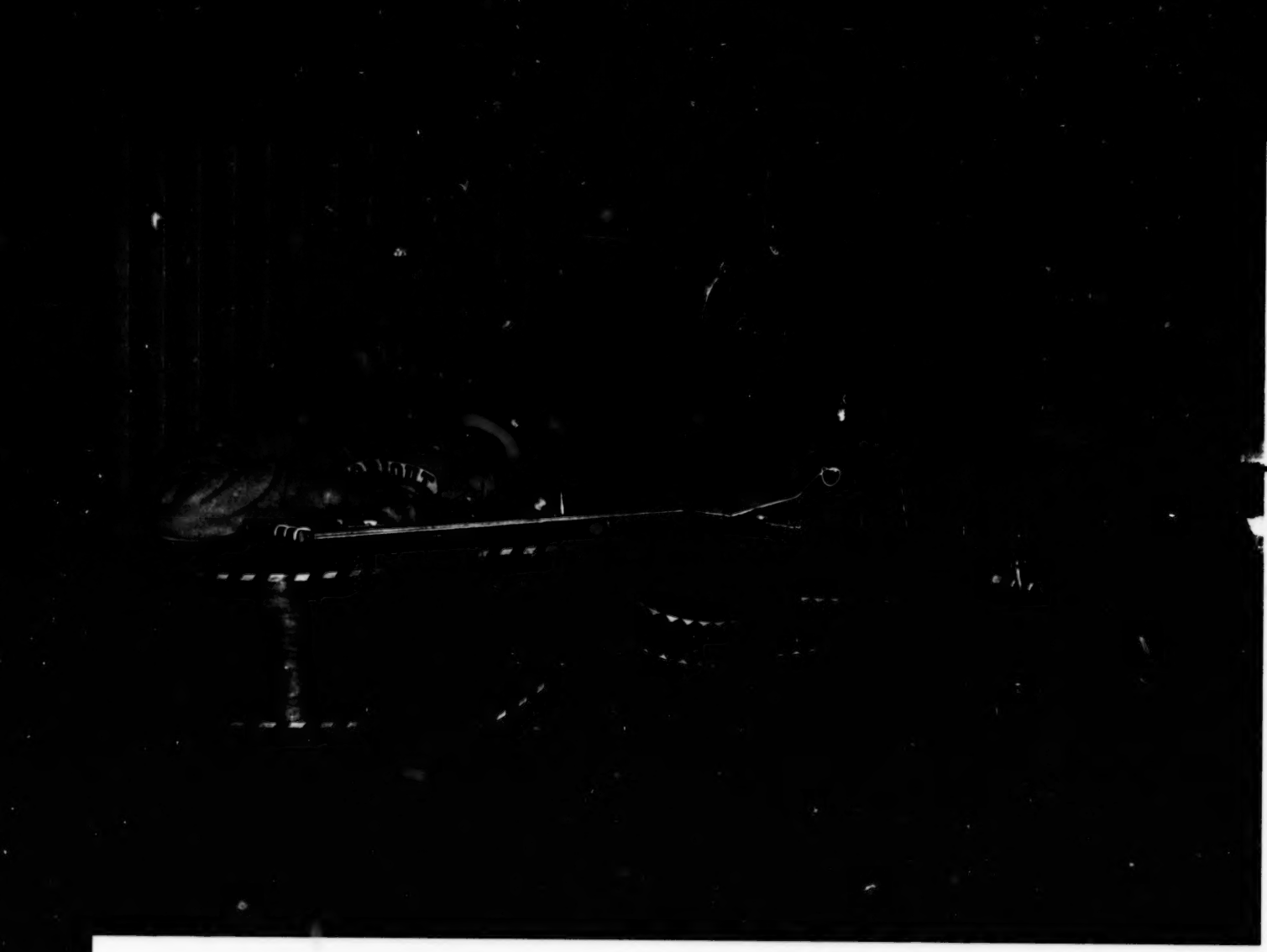
That will be a big achievement in Mexico, where music is usually poorly taught, and accomplished concert players are scarce. Mexico's best orchestras, in common with those of many Latin American countries, are often a showcase for imported rather than national talent. "Up to 85 per cent of the musicians in our orchestras are foreigners," says Mr. Lozano, who recites a list of players from countries including the United States, Turkey, and Poland. "Of our ten professional orchestras, none has a Mexican oboist."

According to Manuel de la Cera, director of cultural promotion for Mexico's National Council for Culture and Arts, Mexico's shortage of proficient musicians is a consequence of the country's dull, rigid style of music teaching. "Music is something you play, together, like a game," says Mr. de la Cera. "In Mexico, and no doubt in most of Latin America, we've taught music so badly that it's a punishment on our children."

In Mexico, instruction is hard to come by outside large cities. At Mexico's conservatories, music is usually taught individually. "The conservatories are rigid and bureaucratic," says Mr. de la Cera. "It's no fun to learn there." Mexico's public and private schools lack both teachers and music experience. "The music lesson consists of learning the dates of the births and deaths of composers," says Mr. Lozano. "They don't play, they don't listen to music, they rarely even sing."

The new programme, by contrast, emphasizes playing. "Learning music should be like learning to talk," says Mr. Lozano. "At two years of age a child has a very extensive vocabulary but only learns to read and write afterwards." Mexico's new approach is to give children the instrument of their choice, quickly show them the basics, and then let their fingers, lips and ears start finding

José Antonio Abreu, a former professional musician and now Venezuela's Minister of Culture.



The Life and Movement School in Mexico City teaches a wide variety of instruments, including the large Mexican guitar known as the *guitarrón*, shown on the left.

their own way. Theory comes later.

To familiarize music teachers with the new method, and to upgrade their skills, Mexico, like Venezuela, launched a teacher training scheme. Many teachers now working with youth music groups previously had minimal musical experience. Through trainers dispatched from the programme headquarters in Mexico City, they learn how to conduct an orchestra and to teach instruments they do not necessarily play themselves. As the provincial teachers gain experience, they in turn train other teachers in their region.

The orchestras meet daily, except at weekends, for three hours. Guided by the teachers and the videos, the children play together right from the beginning. Besides music, the system teaches children the disciplines of punctuality and regular practice. It also helps weld social bonds among children of different backgrounds. "There are tremendous social benefits in getting children together to play music," says Mr. Lozano. "It may prevent some children from becoming street children and turning to crime."

In 15 years, Venezuela's system has spawned 92 youth orchestras, bringing together more than 36,000 children and young adults. In recent years nursery orchestras have been started in which preschool children play recorders and percussion instruments such as drums and cymbals. Children who show particular talent are selected to go to state-supported schools to be trained to be professionals.

The jewel of the Venezuelan musical empire is the Simón Bolívar Symphony Orchestra, one of nine professional orchestras in Venezuela and a model for the country's youth orchestras. After 15 years of playing, the Simón Bolívar Orchestra vies with the world's most accomplished orchestras and recently dropped the descriptor "youth."

A memorable performance by the Orchestra of the music of Dmitri Shostakovich in Caracas in 1987 inspired Mr. Lozano to strive for such excellence in Mexico. He was in Caracas investigating the

Venezuelan system for Mexico's Ministry of Culture. "I could not believe that a Latin American orchestra could play so well," says Mr. Lozano. "They even had a Venezuelan bassoonist, who played marvellously."

Between 1987 and 1989, Venezuela sent several teachers to Mexico to help set up Mr. Lozano's programme. Mexico paid living expenses and a small fee. Venezuela also supplied Mexico with a series of instruction videos, which Mexico is adapting and reproducing for its orchestras. "Venezuela has been very generous, and their teaching methods are highly effective," says Mr. Lozano. "It's just that Mexicans sometimes have difficulty in understanding the accent." Venezuelan musicians have also tutored the Carlos Chávez Orchestra.

Like Simón Bolívar, the famous freedom fighter whose mission was to create a confederation of independent South American states, the Simón Bolívar Orchestra is serving as a tool to reinforce Latin American unity. But while the 19th century Venezuelan hero's dominion was limited to the Andean countries, the Simón Bolívar Orchestra system is gradually spreading to the entire continental mainland and the islands of the Caribbean. In September 1990, at a meeting of Latin American and Caribbean ministers of culture hosted by Mexico, a performance by the Carlos Chávez Orchestra attracted the interest of ministers from Uruguay, Jamaica, Haiti and Belize.

Already, Venezuelan teachers have helped establish national teaching systems in Colombia,

Below: **A cellist of Mexico's Carlos Chávez Orchestra during a performance of Bizet's *Carmen* at Tlaxcala last September. *Top left*: A xylophone class at the Life and Movement School. *Bottom left*: The brass section of the Carlos Chávez Orchestra.**

Orchestral practice at the Life and Movement School.

Ecuador, Honduras and Trinidad. "We've had dozens of exchanges," says Igor Lanz, Executive Director of Venezuela's State Foundation for National Youth Orchestras, which manages the system. Each year, the Foundation's headquarters receives musicians from many parts of Latin America and the Caribbean for training in orchestral direction. During the summer, courses are offered in instrumental technique. Travel, tuition and living expenses are often subsidized jointly by the Venezuelan Ministry of Culture and the government of the country sending the trainees. In addition, music scholarships are available through the Organization of American States.

Mexico's Mr. Lozano believes his country too has acquired sufficient experience to start helping other countries. But a shortage of funds is jeopardizing the expansion of the Mexican system itself. The central government provides US$350,000 a year, which supports the production of videotapes and other teaching materials, musical scores and co-ordination of the system. Running of the schools is financed by local and state authorities. The National Council for Culture and Arts funds the operation of the Carlos Chávez Orchestra and provides monthly grants of $300 to $400 to its musicians, who are all full-time music students.

"Music is never cheap," says Venezuela's Mr. Lanz, "but I am convinced that our system of collective teaching is the cheapest way of creating a massive music movement." Developing the musical talent of its citizens is already saving Venezuela the expense of importing musicians and instruments. "Consider this," says Mr. Lanz. "In the early 1980s, the Philharmonic Orchestra of Caracas had 97 musicians, of whom 90 were not Venezuelan." These days, says Mr. Lanz, only a handful of members of Venezuela's best orchestras are foreign, and the country has become virtually self-sufficient in manufacturing musical instruments for its orchestras.

Mr. Lozano hopes that newly-established factories producing cellos, double bases and violins in Mexico will offer his programme other substantial savings too. Already, one factory is producing music stands selling for $15 each, half the price of US-made imports. But to finance further expansion, Mr. Lozano is again hoping to follow the example of Venezuela, where about one-fifth of the system's budget of more than $2 million comes from the private sector. In Mexico, a few companies are sponsoring concerts, and each month a chain of video outlets makes 30 free copies of teaching videos.

The Venezuelan scheme is receiving further support from UNDP, which has contributed $8,000 to the National Council of Culture to send the Simón Bolívar Orchestra's teachers on musical missions to Colombia, Chile, Jamaica, Trinidad and Tobago. "I think the whole of Latin America and the Caribbean would like to adopt the system," says Maritza Reyes Santana, who is working on the venture on behalf of UNESCO. "Unfortunately, we haven't the funds for all of them." ■

FOCUS ON INDIA

Disseminating India's Skills

Since gaining independence, India has acquired valuable expertise in such areas as food production, rural development, the eradication of poverty, the encouragement of small-scale industries and the promotion of appropriate technology. Eager to pass on this experience, India has long been a dedicated promoter of TCDC. The following four articles examine different aspects of the country's contribution to South-South co-operation

Christopher McIntosh looks at India's overall TCDC programme and its institutional basis

New Delhi, India — Building a hospital in Mauritius, advising Zimbabwe on its railway system, helping Mozambique to upgrade its telecommunications—these are only some of the many ways in which India has recently assisted other developing countries using the TCDC approach.

Like many countries active in South-South co-operation, India gives more than it receives through TCDC channels. The TCDC unit in the Ministry of Foreign Affairs concerns itself solely with outgoing assistance. Incoming assistance is dealt with by a separate unit under the Ministry of Finance.

"India's TCDC effort took off in the mid-1960s," says Pripuran Singh Haer, who is in charge of the TCDC programme in the Ministry of Foreign Affairs. "At that time India was eager to pass on to other newly independent countries the expertise that she had acquired since gaining indepen-

Pripuran Singh Haer, in charge of India's TCDC programme in the Ministry of Foreign Affairs.

dence from Britain."

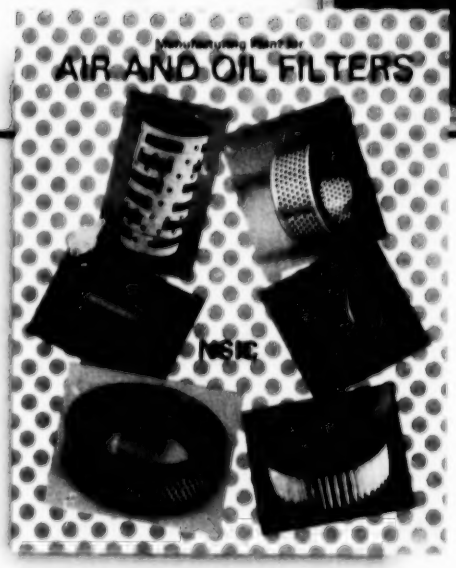
Consequently, the government established the Indian Technical and Economic Co-operation Programme (ITEC), which organizes training courses in India, sends Indian experts abroad, and provides equipment for development projects. The expenses involved are largely paid by the Indian government. When trainees come from developing countries, India normally pays for their air travel, living expenses, tuition fees, books, and transportation within India.

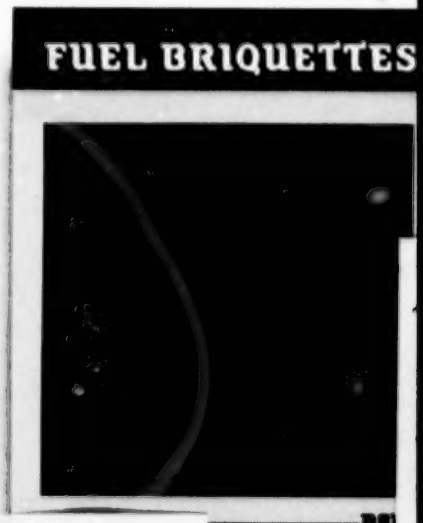
In addition to ITEC, India has set up the Special Commonwealth African Assistance Plan (SCAAP). Each year, more than 800 trainees are brought to India under these two Programmes for a wide range of courses. In addition, about 50 Indian experts are at present deployed in developing countries under the ITEC Programme.

Indian experts who are dispatched abroad come mostly from the government and the public sector, although the private sector does provide a few. Their assignments last two to three years. They are sent largely at India's expense. Normally recipient countries provide local transportation, office accommodation and secretarial support. No extra salary or other special incentives are provided.

Certain projects evoke a special enthusiasm in experts. A case in point is a current scheme to restore the Angkor Wat temples in Cambodia under the supervision of consultants from the Archaeological Survey of India. "These are Hindu temples," Mr. Haer explains, "so our archaeologists feel they are fulfilling a cultural and moral commitment through this project."

Although India's TCDC





Brochures issued by India's National Small Industries Corporation, describing some of the manufacturing technologies available for transfer to other countries.

programme covers all parts of the developing world, most assistance goes to the poorer countries of Africa and South-East Asia. Overtures to New Delhi are usually initiated through the Indian embassy in the country concerned, or through that country's embassy in India. In addition, India has joint commissions with a number of countries. These help to identify TCDC projects and channel the appropriate assistance.

"Many of these countries," Mr. Haer points out, "have a large amount of land and resources, often with a small population. Yet in most cases they are not self-sufficient in food. As the population grows, unemployment rises because the economy cannot absorb the extra people. At the same time they cannot engage in large-scale industrialization as they lack capital resources. The main problems, therefore, are how to use the natural resources efficiently and how to give employment by creating industry that is not capital-intensive.

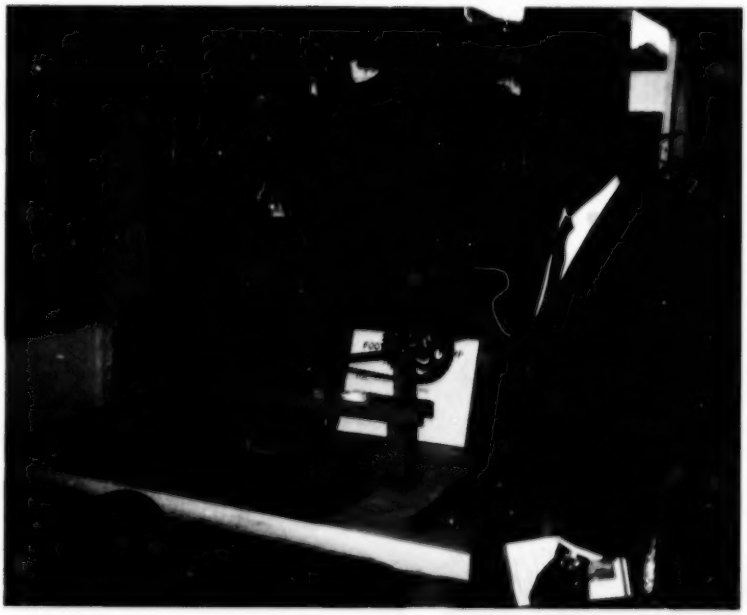
"We have similar problems, but we have done something about them. We are now not only self-sufficient in food, but export it. To help overcome our own unemployment problem, we are encouraging cottage and small-scale industry. These are not capital-intensive and so do not drain scarce capital resources. We also use technology that is generally more appropriate to the needs of the developing world than most of the technologies available from the North. India's efforts to develop its small-scale industrial sector have been very successful. At present it has more than 17 million small-scale enterprises which employ more than 11 million people. This sector produces more than 5,000 items and its annual production at current prices amounts to US$65 billion. One-third of India's exports are from this sector, making it an important foreign exchange earner."

One of the channels used for the transfer of appropriate technology is the National Small Industries Corporation (NSIC). This was established in 1955 under the Ministry of Industry. Its aim is to further expansion of small and medium industries.

An example of appropriate technology, developed by the NSIC, is a machine for making fuel briquettes out of rice waste. This equipment is now being successfully manufactured and used in countries such as Ethiopia and Indonesia. It is made of simple components and can be assembled and maintained cheaply and with-

out sophisticated engineering skills. Rice waste is renewable, costs nothing and produces a fuel that is more efficient and causes less smoke than coal. Another example is a water pump developed by NSIC. Being pedal-operated, it is ideal for rural areas with an uncertain power supply or none at all.

So far NSIC has carried out more than 200 small industry projects in developing countries, transferring the technology and sending Indian experts to train nationals of other countries. It has also helped to set up "common facility centres." These are workshops containing a variety of machines, where young people who have just left school can learn a wide range of mechanical skills geared to the needs of local industry.



Makha D. Sarr from Ethiopia examines a pedal-operated water pump at the National Small Industries Corporation, New Delhi.

To publicize its work, NSIC holds periodic exhibitions and workshops. In November it organized a tour of small industry centres in India for representatives of 15 African countries. The tour ended with a workshop in New Delhi on technology transfer.

"Virtually everything we saw in India we could be doing at home," says Edmund K. Abaka, Executive Director of the National Board for Small-Scale Industries in Ghana. "About 85 per cent of employment in our country is provided by small industries. When I get back I intend to popularize what I have seen."

Apart from directly assisting in development projects, India's ITEC programme also carries out feasibility studies. If a country wishes to build a dam or improve its telecommunications, ITEC will weigh the costs and benefits involved. This analysis will then provide a basis for the country to apply for assistance from one of the international agencies or bilateral donors.

It is expected that India's TCDC programme in the future will increasingly involve the private sector. At the same time, the government will continue to build on India's solid record of TCDC achievements over the past three decades. ■

Sharing Songs for Development

FOCUS ON INDIA

Neighbouring countries sharing common cultural features can often make effective partners in TCDC. SPARTA, an Indian non-governmental organization, is using popular performing arts to spread the message of development across the border with Bangladesh. Durgadas Mukhopadhyay, SPARTA's president, reports

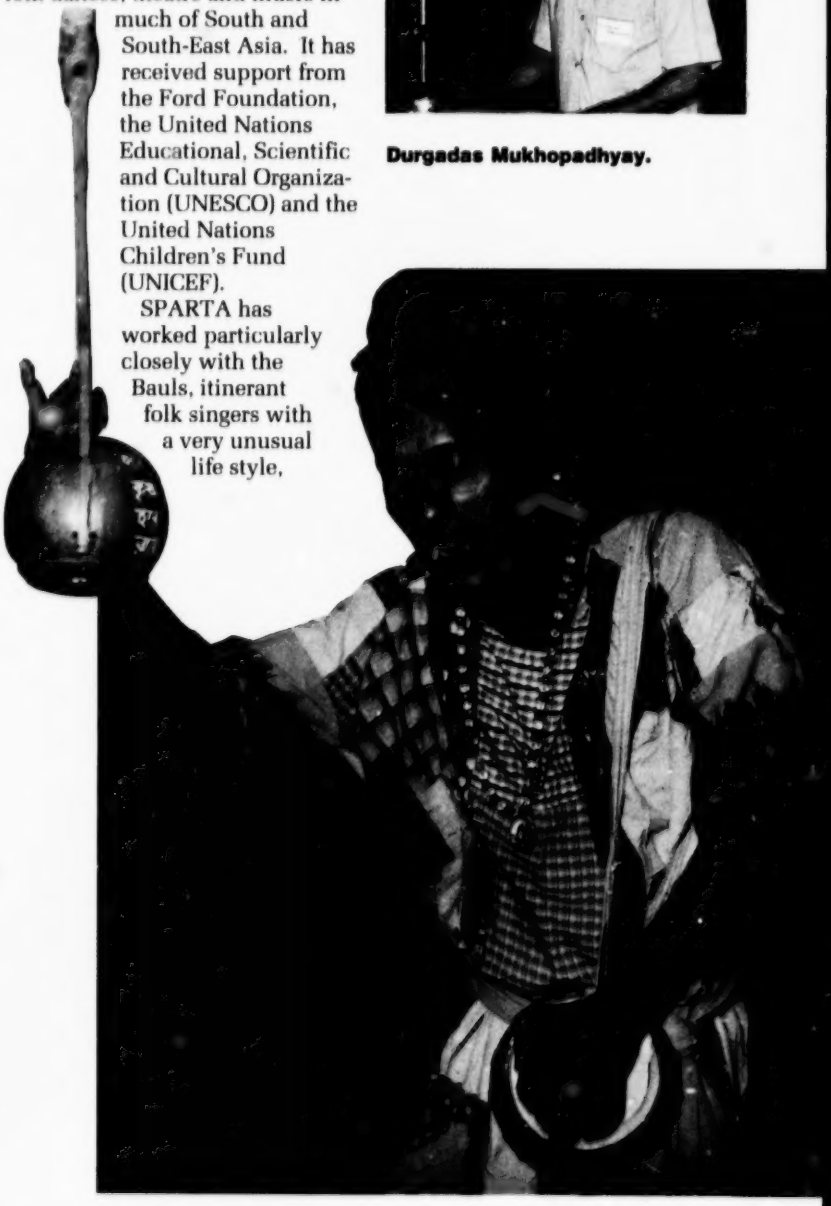
New Delhi, India — Newspapers and television, while important instruments of communication, have not been very effective in reaching the rural masses in developing countries. This is due partly to the problem of illiteracy and partly to the media's limited access to the poor. Here television reaches only four per cent of the rural population — and 80 per cent of all Indians live in rural areas. Thus, modern mass media are not always the best vehicle for educating developing country populations about such key matters as health, agriculture, technology and the environment.

An alternative is to use traditional song, dance and drama, familiar to rural communities. Their impact is direct, vivid and personal. Such media can be adapted to convey a message about any development issue, from irrigation to immunization, and from pest control to poultry farming.

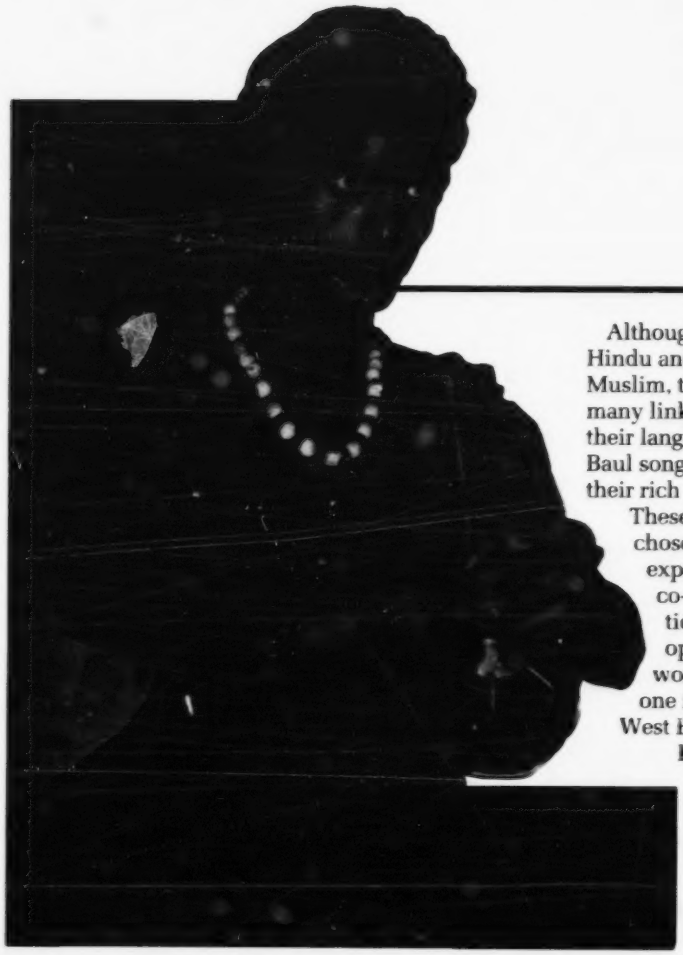
The folk-media approach is now being introduced, in an area straddling the border between India and Bangladesh, by SPARTA, a non-profit development and research organization. SPARTA is actively involved in recording and filming folk dances, theatre and music in much of South and South-East Asia. It has received support from the Ford Foundation, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF).

SPARTA has worked particularly closely with the Bauls, itinerant folk singers with a very unusual life style,

Durgadas Mukhopadhyay.



A musician of the Baul community, itinerant performers who live in the border areas between India and Bangladesh.



The songs and dances of the Bauls are being used for teaching development to rural audiences.

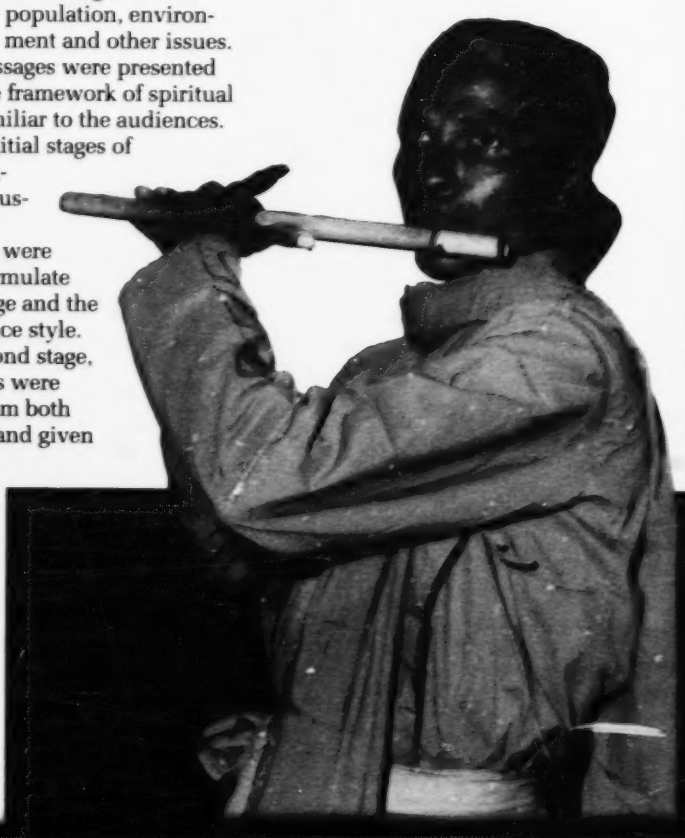
moving constantly from village to village. Each Baul owns but one set of clothes, often made of ragged patchwork. They live mostly in the Indian districts of Birbhum, Burdwan, Bankura and Nadia, as well as in parts of Bangladesh.

Poetry, music, song and dance are fused in a Baul performance. Bauls are able to communicate naturally, effortlessly and spontaneously and to stir the hearts of the audience. In rural areas, where formal education is not widespread, the songs of the Bauls have served as a means of informal instruction. Subjects such as health, sanitation and human relations are addressed in a poetic framework linked by a philosophical message. Baul songs are an interesting fusion of earthy materialism, mysticism and spiritualism.

Although the West Bengalis are Hindu and the Bangladeshis are Muslim, the two regions have many links. Both have Bengali as their language, and both also have Baul song and dance as part of their rich common heritage.

These adjacent regions were chosen by SPARTA for an experiment in South-South co-operation, using traditional folk media developed by the Bauls. Two workshops were conducted, one in the Birbhum district of West Bengal, the other in Kusthia in Bangladesh. Baul performers from both countries worked together to devise ways of conveying, through music, song and dance, messages relating to health, agriculture, population, environment and other issues. These messages were presented within the framework of spiritual beliefs familiar to the audiences.

In the initial stages of each workshop, discussions and rehearsals were held to formulate the message and the performance style. In the second stage, performers were chosen from both countries and given



particular songs to sing. In the third stage, performances were held for 15 evenings in succession in selected villages.

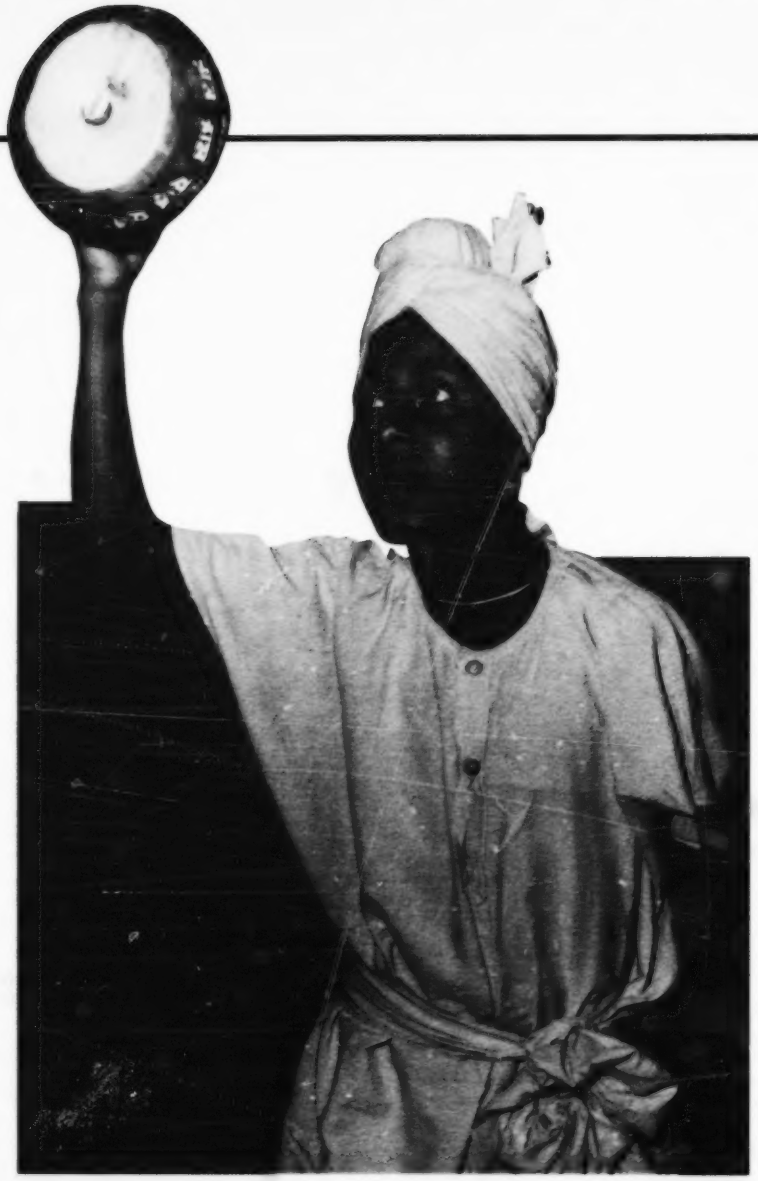
As the Baul performers are highly respected in the villages, the whole event was immensely successful. This was confirmed by an opinion survey carried out shortly after the series of performances ended. It was found that the messages conveyed had been well absorbed by the villagers.

The health issue provides a good example. The songs of the Bauls emphasize that the body is a temple and that every effort should be made to protect it by immunization. This message has had a tremendous impact. Survey findings in the Birbhum district show that health standards have risen significantly following the Baul performances.

The environment is another important issue that the songs address. One song, to encourage better use of forests, contains the lines:

Your fertile land is turning into sand.
Stop your tampering
With soil, rocks, water and trees.
If you do not create forest and protect trees
You will face famine, pestilence and disease.

The people of the region were active participants in the programme, and their donations were used to pay the performers. Various local institutions and voluntary bodies helped to publicize the events. The informal atmosphere and the absence of bureaucratic control also contributed to the success of the programme.



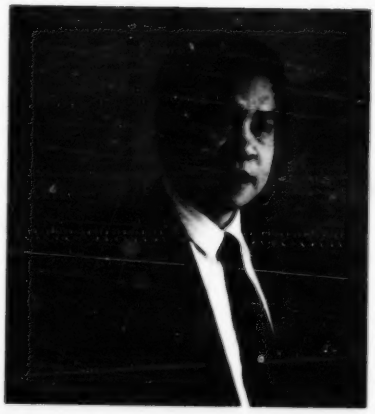
A video recording of the workshops was made and will be used for training purposes. A pamphlet in Bengali was also prepared. Now SPARTA plans to extend the programme to Sri Lanka, Pakistan, Nepal, Bhutan and Afghanistan. ■

Filling the Information Vacuum

FOCUS ON INDIA

Efforts to promote South-South co-operation frequently come up against a public awareness barrier. With the aim of helping to overcome this problem, journalists from over 20 developing countries were invited to an international Seminar on South-South Economic and Technical Co-operation, held in New Delhi last November.

The event was organized by the recently formed International Association of Economic Journalists (IAEJ), based in New Delhi. The Special Unit for TCDC of the United Nations Development Programme (UNDP) paid air travel and living expenses for the participants from other developing countries. The Special Unit was represented by outgoing Director Surinder M.S. Chadha and Aye Than Doliner, Senior Regional Director for Asia and the Pacific. The seminar was chaired by the President of IAEJ, Karol J. Szyndzielorz of Poland.



Participants in the seminar on TCDC held in New Delhi last November. *Left:* Karol J. Szyndzielorz of Poland, chairman. *Below, left to right:* M.G.K. Menon, formerly India's Minister of State for Science and Technology, Ye Zhixiong, an economic journalist from China, and Mulgeta Lule from the Ethiopian Ministry of Information.

Over the three days of the event, those attending heard talks on many aspects of South-South co-operation, given by representatives of government departments, industry, international organizations and the media. The focus was on the role of economic and technical co-operation at a time of rapidly changing global economic conditions. Participants discussed the problems facing South-South co-operation and how it can be enlarged and strengthened in the future.

"The seminar was very timely," said the Chinese representative, Ye Zhixiong, Deputy Editor-in-Chief of the *Economic Information Daily* in Beijing, "as the current world situation makes South-South co-operation an urgent matter." He added: "I have had some very useful exchanges with other journalists."

At the end of the seminar, participants approved a number of proposals. These included a call for the creation of a permanent secretariat to co-ordinate South-South co-operation, as well as a central bank and a confederation of chambers of commerce for the developing world. The participants also emphasized the need to improve the flow of information through better media coverage of economic and technical co-operation.–**C.M.**

Teaching Journalism to the Developing World

FOCUS ON INDIA

Christopher McIntosh writes about the training for developing country journalists offered by the Indian Institute of Mass Communication

New Delhi, India — Jonathan Abass Kamara is a 36-year-old journalist and radio reporter with the Government Information Services in Freetown, Sierra Leone. Like many developing countries, Sierra Leone has few facilities for the training of journalists. Therefore, when Mr. Kamara's ministry decided to send him on a course to widen his expertise, they chose India. He was sent first on a training programme with All-India Radio, then enrolled at the Indian Institute of Mass Communication (IIMC) in New Delhi.

He feels that African journalists like himself can learn a great deal from the Indians. "They have a commitment to truth," he says, "that is an inspiring example to the rest of the developing world."

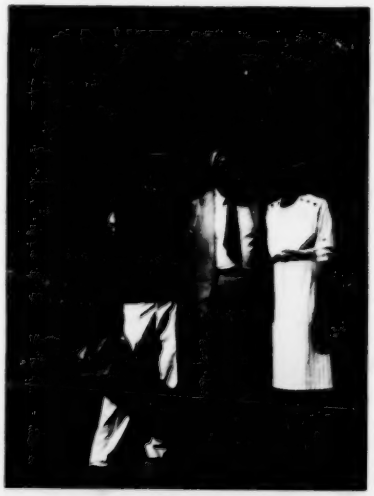
One of his fellow students at the IIMC is Consuela Parker, who works as a news reporter with the government-owned radio and television service of Antigua and Barbuda. Like Mr. Kamara, she is enthusiastic about the IIMC course that she is attending.

"The course has a lot to offer," she says. "I am improving my writing skills, getting to know the Indian people and learning about their culture."

The IIMC is one of the very few places where people like Mr. Kamara and Ms. Parker can take courses in journalism that are designed for the developing world. Established in 1965 on the recommendations of a team of UNESCO experts, the Institute is an autonomous body, funded by the Government of India through the Ministry of Information and Broadcasting.

One of the great attractions of the IIMC for developing country students is that their course fees and living expenses are paid for by the Indian government, either through the Indian Technical and Economic Co-operation Programme or through the Special Commonwealth African Assistance Plan. Training for overseas students is in English; a good command of the language is a requirement.

Courses not only cover newspaper journalism, but include radio and TV, public relations and advertising. There is also a diploma course on news agency journalism specially designed for journalists from non-aligned countries. The Institute has a printing press, a graphics workshop, a computer classroom, a photographic laboratory, studios for radio, television and video productions, and a specialized library on mass communication with over 20,000 books. The Institute has its own news sheet, the *IIMC Times*, written and produced by the students.



M.R. Dua (*centre*), an instructor at the Indian Institute of Mass Communication, with two of his overseas students: Jonathan Abass Kamara of Sierra Leone, and Consuela Parker of Antigua and Barbuda.

The journalism curriculum is wide-ranging. Apart from learning the practical skills of researching, writing and editing, students explore such issues as the role of the mass media, the concept of press freedom and the legal and ethical aspects of journalism. Much of the syllabus is geared specifically to the developing world. The news agency course, for example, includes such topics as the concept of non-alignment, co-operation among developing countries, problems of poverty and deprivation, and the work of the United Nations and other international bodies.

"What we call Area Studies is a particularly important part of the curriculum," says Professor M.R. Dua, one of the teachers at IIMC. "This examines problems in different regions of the developing world, analysing the political, economic and social background. For these classes we regularly bring in guest lecturers from the School of International Studies at Jawaharlal Nehru University. In this way a student from West Africa, for example, will learn about the problems of Sri Lanka."

Students from developing countries return home from their courses at the IIMC with wider horizons and enhanced journalistic skills. The Institute itself is therefore an outstanding example of TCDC in action. ■

Ghana Changes Old Patterns

Paulos Abraham of the Special Unit for TCDC of the United Nations Development Programme (UNDP), writes about West Africa's first TCDC programming exercise, hosted by Ghana

Accra, Ghana —At a time of harsh international economic conditions, "the developing countries need to co-operate more, and to share resources, skills and capabilities," said Kwesi Botchwey, Ghanaian Secretary of State for Finance and Economic Planning, opening the TCDC programming exercise held here last October.

The exercise was evidence of Ghana's determination to make full use of the opportunities offered by TCDC. Apart from Ghana itself, 16 other countries participated. They were Algeria, Bangladesh, Cameroon, China, Côte d'Ivoire, Cuba, Egypt, India, Niger, Pakistan, Republic of Korea, Sierra Leone, Tanzania, Togo, Uganda and Yugoslavia. Thus, nearly 45 per cent of the participating countries were from Africa, and 30 per cent from the Asia and Pacific region. Air fares and living expenses for the delegates were paid by the Special Unit for TCDC. The Special Unit was represented by the then Director, Surinder M.S. Chadha, and two regional officers.

Programming exercises of this kind provide a forum in which countries can discuss their needs and capacities for technical co-operation. Once a country has decided to host the event, the next step is for the government to designate a co-ordinating authority–in this case the Ministry of Finance and Economic Planning. Funding for the preparation of the programming exercise came from funds allocated to Ghana by UNDP.

To organize the exercise, the Ministry appointed a steering committee to identify Ghanaian institutions with expertise or training capacities that could be offered to other developing countries. In the event, 55 Ghanaian institutions participated. The committee also identified needs in various sectors that could be filled through TCDC channels.

These capacities and needs were gathered into a catalogue, which was circulated to a list of developing countries selected in consultation with the Special Unit for TCDC. Countries chosen were those whose capacities and needs were believed to complement those of the host country. Missions to these countries were then mounted by Ghana to discuss possible exchanges and to lay the groundwork for the programming exercise.

K.O. Kumi, Chairman of the Ghana TCDC Co-ordinating Committee.

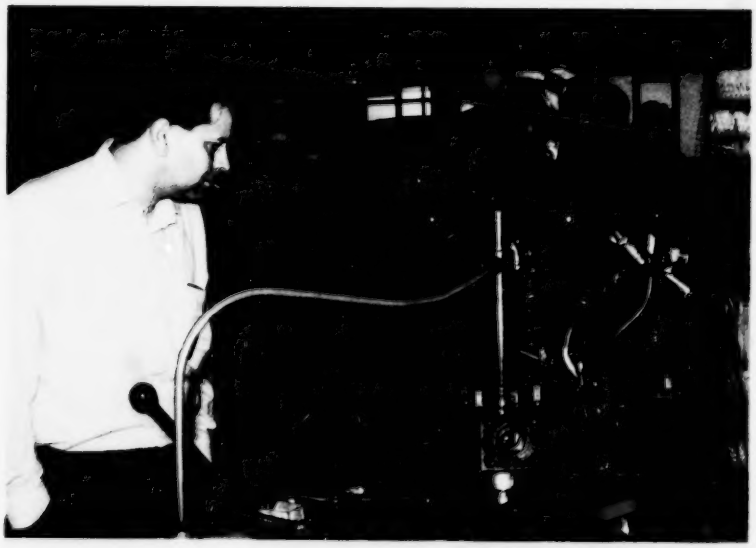
Three months before the exercise, the government held an information workshop for those who were going to participate. Comfort Tetteh, who attended on behalf of the UNDP's Ghana office, believes that the workshop was a major factor in the success of the whole event. "The Ghanaian participants were given a thorough briefing," Mrs. Tetteh says, "on what TCDC is all about and how it works."

During the extremely busy five-day exercise, 104 projects were agreed to. Three of these were among invited countries: one between Uganda and Yugoslavia, and two between Uganda and Egypt. The other 101 projects all involved the host country. Ghana was the receiver in 55 per cent of the projects, and the supplier in 45 per cent. This breaks the pattern of previous multisectoral programming exercises, in which the host country was the supplier in the

Drying cassava chips in a solar crop drier at the Cassava Processing Demonstration Unit at Pokuase, near Accra.

Shaping an aluminium bowl on a lathe at a training centre at Tema.

Pradeep Singh, from the Economic Division of India's Ministry of Foreign Affairs, watches a capstan lathe operator at the Tema training centre.



majority of projects.

Another new feature of the exercise is that nearly 25 per cent of agreed projects are in the private sector — a much higher proportion than in the past. Many of the remaining 75 per cent of the projects involved semi-public institutions, operating with considerable autonomy from the government. If these were added to the private-sector projects, the two categories together would account for nearly a third of the total.

The organization of the meeting itself was a collaboration between the government and the private sector. Private firms were contracted to draw up the compendium of needs and capacities and to provide secretarial and logistical support to the meeting.

Forty-five per cent of the projects were in agriculture, 27 per cent in industry; 13 per cent in education; 11 per cent in health and plant medicine; and 4 per cent in miscellaneous fields such as information and physical infrastructure.

Ghana is to assist Bangladesh in grain storage, textile dyeing and foundry technology training. Bangladesh will help Ghana in a variety of areas, including soil microbiology, poultry feed formulation and the harvesting and processing of jute. Cameroon and Côte d'Ivoire will benefit from Ghana's expertise in traditional plant medicine. Egypt will assist Ghana in brick production, soap manufacture and aquaculture.

Delegates took time off from the consultations to go on field trips to enterprises, research units and training institutes near Accra. One of the places visited was the training centre of the Intermediate Technology Transfer Unit, located at Tema. Another was the Cassava Processing Demonstration Unit at Pokuase. ■

A Trade Information Network for the South

At their fourth global meeting last November, representatives of the Chambers of Commerce and Industry (CCI) of the Group of 77, an alliance of developing nations, endorsed a master plan for implementing a Trade Information Network. William Tiga Tita, one of the three regional experts who drew up the plan, reports on the meeting

Havana, Cuba — A member of a trade delegation from Cameroon, on a recent visit to Zaire, made an interesting discovery during the course of a business dinner. Zaire was importing, from outside the region, large quantities of salt, sugar, detergent, metal containers and other products that could have been bought much more cheaply and easily from Cameroon. Following this discovery, importers in Zaire were put in touch with appropriate sources in Cameroon, and orders began to flow.

In this instance there was a happy outcome, but the situation could have been put right much earlier if the two countries had possessed adequate information about each other's trading capacities and requirements. A lack of this type of information exists throughout the developing world. Consequently, countless opportunities for South-South trade are being lost, along with an immense potential for export earnings, increased employment, additional investments and joint ventures.

Three years ago, the Group of 77 decided to fill this gap by setting up a trade information network among developing countries. The Chambers of Commerce and Industry of the member countries held a series of global meetings to discuss the network. At the meeting held in Zimbabwe in November 1989 three regional experts were chosen to draw up a master plan for the network, with the advice of the International Trade Centre (ITC).

The plan sets out a standardized procedure for data-collection and presents a range of options for computer hardware and software, commensurate with the different capacities of the participating countries. This plan was finally approved at the meeting held here in Havana and is currently being implemented on a pilot basis for two years. After that it will take a further three years to consolidate the network.

The meeting was attended by CCI from 65 developing countries. Also participating were delegates from international organizations such as ITC, the United Nations Conference on Trade and Development, the Latin American Economic System and the Caribbean Community.

The Special Unit for TCDC of the United Nations Development Programme (UNDP) contributed US$70,000 to cover air fares and living expenses for representatives from some of the least developed countries. The Special Unit was represented at the meeting by

Deputy Director S. Shahid Husain. The Special Unit's INRES-South system is serving as one of the models for the data base that will support the network.

An important feature of the whole system is that it is largely private sector oriented. Hence a key role is played by Chambers of Commerce. With some exceptions, these are private sector organizations.

Pending the establishment of a permanent global secretariat, the project will operate through three focal points, one for each of the Group of 77's three regions. In Africa, the focal point is the Cameroon Chamber of Commerce, in Douala. In Asia, this role is played by the Federation of Pakistan Chambers of Commerce, in Karachi. The equivalent for Latin America and the Caribbean is the Chamber of Commerce of Bogotá, Colombia. Each of these centres will have a data base listing the main products exported and imported by each country of the region.

Say a company in Nigeria has been importing leather goods from Argentina and now wishes to know if such products can be obtained more easily and cheaply from within Africa. The company would contact the focal point in Douala, and a search would be made in the data base. This would yield information on what categories of leather goods are produced in the region and by which countries. The importer would then contact Chambers of Commerce in the appropriate countries and obtain lists of suppliers, from whom he could make a choice.

The network will act as a clearing house for general trade information, but will not supply data on quality, specifications and product prices. A global system of this kind is not equipped to handle that degree of detail.

Money for long-term funding of the network continues to be an issue. Although the United Nations system is giving vital support in the initial stages, the cost of operating the network is expected to come from the commercial sector.

Another fundamental requirement for the success of the network is that it should be backed up at the human level by committed and properly trained staff in each of the participating countries. Only through this human network will it be possible for the technical network to function.

Building the system to its full capacity will take a long time and much patience, but a promising start has been made. Initial results of the network will be considered at the next meeting of the Group of 77 CCI, which will be held in Indonesia in the autumn of this year. ■

Review

Promoting African Technology

In Africa, as elsewhere in the developing world, one of the barriers to exploiting the possibilities of South-South co-operation has traditionally been a lack of information about the technical capacities available through TCDC. This has led to over-reliance on the North and to unnecessary duplication of effort.

Two years ago, in an attempt to remedy this situation, a group of Africans studying at the Massachusetts Institute of Technology in the United States launched *African Technology Forum*. The magazine aims to inform Africans about relevant technical developments abroad, and to promote greater awareness of scientific and technical research in Africa.

"There is a lot of African technology that is under-utilized," says Ayisi B. Makatiani, one of the magazine's staff. "After all, Africans have been developing their own technology for thousands of years. A need can often be filled far more cheaply and appropriately using a home-grown technology instead of one from the North."

The magazine reports in its February 1990 issue, for example, about a Nigerian engineer, Ezekiel Izuogu, who has been developing and producing inexpensive laboratory equipment for use in schools, to replace the more costly imported equipment. Another article in the same issue describes a bicycle trailer, developed by Ghana's Ministry of Transport, which can turn a bicycle into a vehicle for moving farm crops and other merchandise.

Topics covered in the July 1990 issue include the nascent Kenyan automobile industry and an Ethiopian research project on the bilharzia parasite. The issue for November/December 1990 has articles on the work of the Africa Center for Technology Studies in Nairobi, Kenya, on the applications of computers in the developing world and on telecommunications in Zimbabwe.

The magazine is published three times a year.— **C.M.**

The cost of a subscription to *African Technology Forum*, including postage, is US$8 annually for subscribers in Africa, and $14 for those elsewhere. Orders should be sent to:

African Technology Forum
MIT Branch, P.O. Box 171
Cambridge, MA 02139
USA

Seventh Session of the High-Level Committee

United Nations, New York—The next session of the High-Level Committee on the Review of TCDC is to be held at the United Nations from 28 to 31 May. The Committee meets every two years to undertake an inter-governmental review of the progress of TCDC and to make recommendations for future policy actions. Its terms of reference cover all TCDC activities of the United Nations system as well as inter-governmental co-operation through TCDC methods.

Every state participating in the work of UNDP, as either donor or recipient, is represented on the Committee. Representatives of United Nations agencies as well as inter-governmental and non-governmental organizations also attend as observers.

This year's agenda will include the usual evaluation of progress in implementing the Buenos Aires Plan of Action for TCDC, as well as discussion of specific themes such as the role of women in TCDC programmes.–C.M.

YOU CAN BE A PARTNER TOO

A small revolution is sweeping across West Africa, combining traditional patterns of village organization with new ideas on farming, health and the environment. In Toessen, a village in Burkina Faso, women are raising one healthy sheep instead of six scrawny ones, tripling their money while protecting the land from overgrazing.

The initial loan for buying the sheep—and tips on how to raise them—came from Six-S, a Burkinabé non-profit group that has touched the lives of a million people in nine West African countries. To help launch the sheep-raising project, Six-S was awarded an $8,000 grant from UNDP's Partners in Development Programme.

You can join this revolution by lending your support. Become a partner in development.

Send your cheque or money order in US dollars to:

The Partners in Development Programme
United Nations Development Programme
Division for NGOs
One UN Plaza
New York, NY 10017 USA

UNDP photos by Ruth Massey

World Development
INRES-SOUTH INFORMATION
WHAT IS INRES-South? INRES-South is a computerized information referral service. It responds to requests for matching specific needs with the capacities of institutions in developing countries to provide training and expertise. When we
HOW TO REQUEST INFO
FROM INRES-South
Return
Home
End
PgDn
Ins
Del
Shift
Prt Sc
Back
United Nations Development Program
Division of Information
New York, N.Y. 10017
United States of America

Courtesy of Co-operation South, UNDP, the magazine of Technical Co-operation among Developing Countries (TCDC)